

# THE RIGHT WORK: HOW TEACHERS COLLABORATE AND PLAN FOR TEACHING THE MONTANA COMMON CORE STANDARDS

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# OVERVIEW

- ▶ Collaborate with grade-level and school-wide teams
- ▶ Deeply understand the Common Core Standards
- ▶ Create:
  - ▶ Interventions
  - ▶ Pacing
  - ▶ Vocabulary
  - ▶ Common formative assessments



# HISTORY

- ▶ Adopted Professional Learning Communities (PLC)
  - ▶ Support from Superintendent and Board of Trustees
  - ▶ .3 FTE Position Created/Professional Development
- ▶ Mission/Vision Statements
- ▶ Time Allotted
  - ▶ Early Release
  - ▶ Common Prep
- ▶ Staff “Buy-In”
- ▶ Continuous Follow Up

# PREP FOR HALF-DAY COLLABORATION WITH GRADE-LEVEL TEAMS

- ▶ Schedule of teaming here (example)

	SUB 1	SUB 2	SUB 3	SUB 4
8:15-11:30	Kinder 1	Kinder 2	Kinder 3	Kinder 4
12:00-3:16	1 <sup>st</sup> 1	1 <sup>st</sup> 2	1 <sup>st</sup> 3	1 <sup>st</sup> 4

- ▶ Prior Knowledge of Expectations
- ▶ Implement MCCS early



# HALF-DAY COLLABORATION WITH GRADE-LEVEL TEAMS

- ▶ Getting on the same page
- ▶ Material Needed
- ▶ Teacher Dedication and Participation
  - ▶ Pacing guides by quarter (what worked for them)
  - ▶ Reviewed EACH standard as a team
  - ▶ Established “I can” statements
  - ▶ Created common assessments



# WHAT TEACHERS ARE SAYING...

*"The district provided us with time. I took a class last summer on the Common Core and not just my classmates, but my teacher as well were surprised and in awe at how our district provided time and a vision on implementing MCCS. I have never known my standards, my curriculum so well."*

*-Jessica Lucas 4<sup>th</sup> Grade Teacher*



# UNDERSTANDING MCCS

- ▶ Support from OPI
  - ▶ Jean Howard (Math)
  - ▶ Cynthia Green (ELA)
- ▶ Visits to Lolo for Information/Support



# TOOLS TO DRIVE THE RIGHT WORK

- ▶ Time and substitutes
- ▶ Grade Level Teams
- ▶ Template for deconstructing/understanding standards
- ▶ Administration
- ▶ RTI Coordinator/Administrator Involvement





# AGENDA

- ▶ Basic overview of goals
  - ▶ Team norms
  - ▶ Review/Discuss standards and student vocabulary
  - ▶ Complete template
  - ▶ Review current content materials
  - ▶ Establish Pacing Guides
  - ▶ Create common formative assessments
  - ▶ Plan for interventions
- ▶ Compared old standards to new standards
- ▶ Create a list of questions for vertical meeting

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graph TD; A[Take One Standard] --> B[Unwrap/Deconstruct It]; B --> C[Identify Learning Targets]; C --> D["Determine:  
1. Formative Assessments (How many? When?)  
2. Flexible Time to Respond  
3. common Summative Assessments (What? When?)"]; D --> E[Formative Assessment(s)]; E --> F[Individual/Team Intervention]; F --> G[Common Summative Assessment];
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Take One Standard

Unwrap/Deconstruct It

Identify Learning Targets

Determine:

1. Formative Assessments (How many? When?)
2. Flexible Time to Respond
3. common Summative Assessments (What? When?)

Formative Assessment(s)

Individual/Team Intervention

Common Summative Assessment



Standard:

Summative Assessment:

Vocabulary:

Target 1	Target 2	Target 3	Target 4
Common Formative Assessment	Common Formative Assessment	Common Formative Assessment	Common Formative Assessment
Timeline	Timeline	Timeline	Timeline

Standard: **1.1A Compare and order numbers to 120**

**1.1 C Represent numbers on a number line**

**2.2A Solve problems by counting and making comparisons of objects**

Summative Assessment:

Vocabulary: tens, ones, greater than, more/less than, order, ordinal, counting numbers

Target 1	Target 2	Target 3	Target 4
<ul style="list-style-type: none"><li>0-20</li><li>Name, represent and write 0-20</li><li>Intro 100's chart</li><li>Sequence #'s 0-20</li></ul>	<ul style="list-style-type: none"><li>21-50</li><li>Name, represent and write</li><li>100's chart</li><li>Sequence #'s 21-50</li><li>Intro ten's and one's/circles and sticks</li></ul>	<ul style="list-style-type: none"><li>51-100</li><li>Name, represent and write</li><li>Able to use 100's chart as tool</li><li>Sequence 51-100</li><li>Use ten's and one's to represent</li><li>Write number represented by tens and ones</li></ul>	<ul style="list-style-type: none"><li>101-120</li><li>Name, represent and write</li><li>Form and interpret 10's and 1's</li><li>Recognize patterns and advantages to 100's chart/series chart</li><li>More/greater than less than number sense</li></ul>
Common Formative Assessment <ul style="list-style-type: none"><li>✓ Write 100's chart 1-20</li><li>✓ Represent dictated # with cubes</li><li>✓ 100's chart puzzle</li><li>✓ Sequence number tiles</li></ul>	Common Formative Assessment <ul style="list-style-type: none"><li>✓ Write 100's chart to 50, color more or less than as dictated.</li><li>✓ Represent dictated number with 10's and 1's</li><li>✓ 100's chart puzzle</li><li>✓ Missing number puzzle - 50</li></ul>	Common Formative Assessment <ul style="list-style-type: none"><li>✓ Write 51-100, color more or less as dictated.</li><li>✓ Represent random #'s with cubes/tens/ones</li><li>✓ 100's chart puzzle</li><li>✓ Write number when 10's/1's are shown</li></ul>	Common Formative Assessment <ul style="list-style-type: none"><li>✓ Short ongoing assessment added on to other skill tests</li><li>✓ More than, less than number sense</li><li>✓ Sequencing and patterning numbers</li></ul>
Timeline Quarter 1	Timeline Quarter 2	Timeline Quarter 3	Timeline Quarter 4



# FULL DAY COLLABORATION WITH SCHOOL-WIDE (VERTICAL) TEAMS

- ▶ Finding from ELA and Math Meetings
  - ▶ Teachers shared
  - ▶ Missing content identified and discussed
  - ▶ Who will teach the missing content (if needed)
  - ▶ Introduction of the Appendices attached to the standards
  - ▶ Same year as our new text adoption (ELA) text adoption one year away (Math)



# IN CONCLUSION

- ▶ Discuss this process
    - ▶ How it might it look in your district?
    - ▶ How will you address resistance?
  - ▶ Questions/Comments
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